IES ACCREDITATION SCHEME FOR PROGRAMMES OF STUDY IN THE ENVIRONMENTAL SCIENCES

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| INSTITUTION DETAILS |
| Department: |
| Institution:  |
| Address:  |
| Telephone:  |

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| **ACCREDITATION CONTACT DETAILS (for communication on accreditation matters)** |
| Title:  | Name:  |
| Position:  |
| Telephone:   |
| Email:  |

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| **PROGRAMME DETAILS** |
| Final award [e.g. BSc. (Hons)]:  |
| Programme title:  |
| Variants (*please tick if applicable*): [ ]  Foundation Year [ ]  Year in Industry [ ]  Professional Placement Year [ ]  Year Abroad*Accreditation of these variants is free of charge. Integrated masters, joint honours, and pathways resulting in different degree titles must be accredited separately.* |
| Language of instruction:  |
| Programme presently accredited by (*if applicable*):  |
| Relevant national subject benchmark (*if applicable*):  |
| If a new programme, enter the date the programme will begin:  |

**Checklist** \*required

Member of CEDHE (if your institution has not yet joined CEDHE, [download the membership](https://ches.info/documents/CEDHE_membership_joining.docx)

[application form](https://ches.info/documents/CEDHE_membership_joining.docx))\*

**[ ]** Ticked data protection boxes\*

**[ ]** Included Programme Specification or equivalent\*

[ ] Included most recent Programme Report and/or External Examiner Report (or Validation Report, if

a new programme)

[ ] ES3 Benchmark mapping document completed\*

[ ] ES3 Benchmark explicitly referenced in application or Programme Specification\*

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| **SECTION A: THE PROGRAMME** (up to 2000 words for section A) |
| **GUIDANCE**In this section, you must provide a brief evaluative commentary on the overall aims of the programme and the learning and teaching approaches adopted. Please emphasise how these aspects of learning and teaching lead to students’ acquisition of a set of skills, knowledge and understanding that is relevant to a professional in the environmental science sector. Utilise examples and links to specific modules throughout, detailing how and when skills and experience are acquired.Cross-reference should be made, where appropriate, to **relevant sections** of the Programme Specification (or similar document). Avoid repeating the content of the Programme Specification verbatim.See the Accreditation Information (pdf) document for further guidance on filling in this form. |
| 1. **Aims of the programme**
 |
| Detail how the programme prepares graduates for the environmental sector and to make a positive difference through their work. |
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| **2. Equality, diversity and inclusion (EDI) in programme design and delivery** |
| Outline how equality, diversity and inclusion are addressed with respect to:1. Programme design and delivery
2. Pedagogic practice
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| **3. Compulsory or core elements of the programme** |
| What is the rationale behind what students must do as part of their degree? |
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| 1. **Optional/elective elements of the programme**
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| What is the rationale behind what students can choose to do as part of the degree, including pathways/themes etc, with focus on how the degree offers students options to specialise? |
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| 1. **Extra-curricular opportunities for learning**
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| What extracurricular activities are available and how do these complement the formal curriculum? |
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| 1. **Student-led activities and project planning**
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| What opportunities are there for students to complete individual and/or team projects. Provide appropriate examples, including how and when? |
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| 1. **Summative assessment**
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| Provide a succinct commentary on the purpose and range of summative assessments within the programme, including examples of how and when. |
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| 1. **Formative assessment**
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| Provide a succinct commentary on the **role** and **purpose** of formative feedback within the programme, including examples of how and when. |
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| 1. **Education for Sustainable Development (ESD) in programme design and delivery**
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| Provide a brief commentary on how ESD is embedded in teaching, learning and assessment in the programme, including examples of how and when. |
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| SECTION B: ENVIRONMENTAL PROFESSIONAL PRACTICE (up to 2000 words for section B) |
| In this section of the application, you must describe how the programme helps students to prepare for professional practice in the environmental science sector.Indicate how activities and opportunities are made available to students (i.e. within the formal curriculum, extra-curricular, compulsory or elective, tutor-led, student-led, field-based, classroom-based etc). Utilise examples and links to specific activities and modules throughout.Cross-reference should be made, where appropriate, to **relevant sections** of the Programme Specification. |
| 1. **Equality, diversity and inclusion (EDI) in preparing graduate for professional practice**
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| How is this addressed with respect to: 1. developing EDI-specific graduate attributes / outcomes
2. examples of how diverse student groups are supported to succeed in professional practice
3. state any known attainment/awarding gaps and what is being done to address these
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| 1. **Practical skills relevant to professional practice in the environmental science sector**
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| With examples of how and when. |
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| 1. **Generic skills relevant to professional practice in the environmental science sector**
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| With examples of how and when. |
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| 1. **Placements and/or work experience**
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| What do students receive in this regard, with examples of how and when? Include details of % student uptake when placement / work-experience is optional. |
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| 1. **Planning for a career**
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| Providedetails of support provided to students to plan for a career and options available to them, including throughentrepreneurship, with examples of how and when. |
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| 1. **Insights to professional practice in the environmental science sector**
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| Provide details of what is provided in terms of site visits, ‘real-world’ assessments, content of modules/units, contributions by guest speakers, etc. with examples of how and when. |
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| 1. **Education for Sustainable Development (ESD) preparation for professional practice**
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| Employers are seeking graduates with skills in ESD. Provide details of how the programme is equipping students for this opportunity, with examples of how and when.  |
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[Download and complete the ES3 Benchmark Statement mapping table](https://ches.info/documents/es3_mapping_table.docx)

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| **PAYMENT INFORMATION** |
| Your Institution will be invoiced for the cost of the accreditation process. Please provide details to which the invoice should be sent. These details will be added to our finance system. |
| Finance contact name:  |
| Email address (for invoice & remittance advice):  |
| Telephone of finance department:  |
| Purchase Order Number (if needed):  |

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| **DECLARATION & DATA POLICY** |
| In order to manage our accreditations, it is necessary to process the information provided in an electronic format. This includes storing the contact details of the Accreditation and Finance Contact on our databases. Accreditation Contacts will be sent the bimonthly CEDHE newsletter and they can choose to unsubscribe at any time.CEDHE operates under the care of the Institution of Environmental Sciences (IES), who outline how this information may be used and why in their [Privacy Statement](https://www.the-ies.org/about_us/privacy-statement). It is our policy to retain contact details for up to three years after your university’s membership with CEDHE has lapsed, although you can request removal at any time.I confirm that I have read the Privacy Statement and am happy for the IES, acting on behalf of CEDHE, to process these data for the purposes of managing our accreditations.**Name:****Date:**  |

**Return your completed application form to** **info@the-ies.org**